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The basic philosophy of the Los Angeles City Schools is that every pupil be expected to make the most of his potentialities; that every pupil be helped to attain as high a level of intellectual development as is possible; that there be deliberate plans made to identify individual differences; and that maximum learning situations be provided for pupils of varied abilities, interests, and talents. When a program for intellectually gifted pupils is planned, it is recognized that its objectives do not differ materially from those for all pupils. However, the objectives may be attained at an earlier age and should be developed to a greater depth.

A recommended guidance program and programs for gifted children at the elementary, secondary and college levels are discussed. Enrichment in self-contained classes, ability grouping, and acceleration are the three principal administrative plans that have been utilized at the elementary school level. The important factor in the development of programs for intellectually gifted pupils at the secondary level is motivation to achieve, to create, and to learn. At the college level, it is recognized that a certain segment of the student population is capable of profiting from enriched educational experiences. Honor societies, special recognition, and departmental seminars are several opportunities and honors open to gifted students.

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Education of Intellectually Gifted Pupils in Los Angeles City Schools

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OFFICE OF EDUCATION

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LOS ANGELES CITY SCHOOLS • COMMITTEE ON EDUCATION OF INTELLECTUALLY GIFTED PUPILS • REVISED MAY, 1962

APPROVED:

ROBERT J. PURDY
Associate Superintendent
Division of Elementary Education

ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education

T. STANLEY WARBURTON
Associate Superintendent
Division of College and Adult Education

EVERETT CHAFFEE
Associate Superintendent
Division of Instructional Services

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Committee on Education of Intellectually Gifted Pupils

GENERAL POLICIES CONCERNING EDUCATION OF INTELLECTUALLY GIFTED PUPILS

BASIC PHILOSOPHY

The basic point of view of the Los Angeles City Schools is that every pupil be expected to make the most of his potentialities; that every pupil be helped to attain as high a level of intellectual development as is possible; that there be deliberate plans made to identify individual differences; and that provisions be made for learning situations for pupils of varied abilities, interests, and talents.

PUPILS WITH SPECIAL ABILITIES AND TALENTS

Gifted pupils may have special talents in non-academic areas, such as in the fine and practical arts, or they may possess unusual leadership ability or athletic skills. They may excel in some areas and be average or below average in others. Many intellectually gifted pupils have special talents. Identification of and adequate provision for pupils with special abilities and talents are parts of the educational program of the Los Angeles City Schools. This report, however, is concerned primarily with the provisions for pupils who have unusual ability to deal with abstract concepts, symbols, and ideas--the intellectually gifted.

INTELLECTUALLY GIFTED PUPILS

Intellectually gifted pupils differ from the majority of their classmates in their ability to master abstract concepts and in their speed and depth of comprehension. These differences emphasize the importance of individualized instruction to challenge the interests and abilities of pupils who are intellectually gifted.

There is probably no single best way to educate pupils of this type. The general approach of the Los Angeles City Schools is characterized by flexibility and a willingness to plan and to utilize the methods that seem best fitted to given situations. Measures to assist with the program for the gifted include development of courses of study and instructional guides; establishing of criteria for the selection of textbooks and library materials; provision of institute and in-service activities for teachers; conduct of faculty and departmental meetings to foster, guide, and evaluate the program in the schools; and enlisting the aid of parents, both in planning and conducting the the special programs.

IDENTIFICATION OF THE INTELLECTUALLY GIFTED

Intellectually gifted pupils are defined as those who are in approximately the top 2 per cent of the total school population as measured by intelligence tests. Within this classification, two groups are considered: "gifted" pupils whose intelligence quotients are about 130; and "highly gifted" pupils whose intelligence quotients are

above 160. A child with an I.Q. of 160 occurs only once among 10,000 pupils; thus, he needs a highly individualized instructional program.

CHARACTERISTICS OF THE INTELLECTUALLY GIFTED

Although there is a broad range of individual differences among all pupils for any given trait or achievement, it is generally recognized that intellectually gifted pupils can learn with remarkable speed and depth; meet normal standards of achievement with relatively little effort; and, with adequate motivation, are capable of setting their own goals and working independently.

Intellectually gifted pupils may possess some or all of the following additional characteristics. Such pupils

- Are alert, intellectually curious, and keenly observant.
- Have a wide variety of interests and versatility.
- Are perceptive.
- Are creative and inventive.
- Understand concepts, recognize relationships, make generalizations, and reason clearly.
- Learn easily and rapidly with a minimum of drill.
- Are highly verbal.
- Are persistent and have power of concentration and retention.
- Have the ability to work independently and responsibly.

PLANNING FOR THE INTELLECTUALLY GIFTED

When a program for intellectually gifted pupils is planned, it is recognized that the objectives for gifted pupils do not differ materially from those for all pupils. However, the objectives may be attained at an earlier age and should be developed to a greater depth.

GUIDANCE FOR PUPILS AND PARENTS

One goal of the guidance and counseling program is to provide each intellectually gifted pupil with the assistance that he needs to make the most of his potentialities. The guidance program emphasizes (1) classroom guidance by teachers who have learned to recognize the characteristics of gifted pupils and to provide for their needs, and (2) individual counseling of intellectually gifted pupils as a supplement to group guidance in the classroom.

Parents of intellectually gifted pupils should become aware of the ability of their children as early as possible so that educational planning can be effective. Whenever possible, the principal, teacher, and counselor should hold a conference with the parents when a pupil is identified as gifted.

INDIVIDUAL STUDY

Counselors are available at all school levels for individual psychological study of gifted pupils who evidence special adjustment problems.

Underachieving gifted pupils present a special adjustment problem. Some underachieving pupils may be gifted but have not been identified because they have achieved relatively low scores on group intelligence and achievement tests. Many other underachieving gifted pupils have been identified but lack the essential motivation to achieve. A complete individual study of all underachieving gifted pupils is important to determine causes for the underachievement and to plan a remedial program.

CUMULATIVE RECORDS

To expedite continuity of planning, cumulative records for intellectually gifted pupils and lists of pupils with special abilities are forwarded to the next educational level from elementary school to college. Information provided in this manner serves as a basis for guidance of pupils identified as intellectually gifted and assists them in making appropriate educational and vocational plans consistent with their interests and abilities.

EVALUATION AS A MEANS OF IDENTIFYING THE GIFTED

The evaluation program provides an important basis for identifying intellectually gifted pupils by means of the following:

- Group intelligence tests which are administered at the second-, fifth-, seventh-, ninth-, and eleventh-grade levels
- Group achievement tests which are administered to all pupils every two years, beginning in the third grade
- Listings prepared by the Evaluation and Research Section for use in each school which include names of pupils with the 10 highest scores in each subject tested; pupils with an I.Q. of 130 or above; and pupils in the top 5 or 10 per cent of the total population for both I.Q. and achievement

Throughout all educational levels, teachers' evaluations supplement the results of standardized tests in the identification process. It is recognized that intelligence tests are only general indicators of scholastic ability and do not measure many facets of pupil ability. Creative and critical thinking are among the important abilities which are not measured by intelligence tests.

EVALUATION AS A MEANS OF MEASURING GROWTH

Teachers and pupils are aware of the importance of daily performance and of the continual assessment of progress toward educational goals. Intellectually gifted pupils develop self-knowledge, a realistic understanding of their abilities and limitations, and the ability to set goals and evaluate achievement.

ABILITY GROUPING

Ability grouping may be achieved through special classes; through special interest groups or extra-class groupings, such as clubs; and through elective classes. Making provision for the needs of gifted pupils through ability grouping is the most controversial of the various plans which are utilized at the elementary school level. Ability grouping is more common at the secondary level, particularly in the academic subjects.

ACCELERATION

Results of research indicate that the intellectually gifted pupil tends to be larger physically and more mature socially and emotionally than other pupils of his chronological age. A moderate amount of acceleration is considered as one means of meeting the needs of gifted pupils. When planned on an individual basis, pupils may be accelerated one semester in elementary school, one semester in junior high school, and one semester in senior high school.

Acceleration should be considered early at each educational level and should involve special planning so that essential blocks of learning will not be omitted.

Specific policies regarding acceleration in elementary and secondary schools are stated in Appendix B, pages 20-23.

ENRICHMENT

Since it is generally recognized that intellectually gifted pupils can learn with remarkable speed and depth and meet normal standards of achievement with relatively little effort, extraordinary measures should be taken by educators to strengthen motivation for learning, to offer experiences appropriate to pupil giftedness, and to provide for individual pacing of learning.

Enrichment requires a learning environment conducive to exploration and originality. An enriched educational program for intellectually gifted pupils is based on the recognition of individual differences and is planned to meet individual needs and challenge abilities. Enrichment emphasizes quality rather than quantity and adds depth and scope to learning experiences. It provides for development of reflective and critical thinking, problem solving, and creative thinking and expression.

The requirements of an enriched learning environment, the kinds of learning experiences which provide depth and scope, and the essential skills in the development of reflective, critical, and creative thinking are listed in *Enrichment for the Intellectually Gifted*[1], which appears as Appendix A on pages 15-19.

HOMEWORK FOR GIFTED PUPILS

Homework is a necessary part of every pupil's educational program. Meaningful homework is reasonable; is related to classwork and the goals of the course of study; emphasizes quality rather than quantity; and is consistent with the ability and maturity of the pupils. Assignments should be purposeful, clear, and based on an analysis of the needs and interests of intellectually gifted pupils.

Homework is purposeful when it permits the pupil to complete assignments begun in class; develops good work habits and a responsibility for completing tasks when they are due; and provides opportunities for pupils to engage in creative projects and research in the areas of their developing interests.

It is the responsibility of the principal to implement the homework policy. It is the responsibility of the teacher to establish clearly defined goals, be specific regarding the work to be completed, and utilize and evaluate the completed assignments.

A guide for secondary schools in developing a homework schedule is provided in *Graduation Requirements and Curricula* (1961 Revision, Publication No. 489) on pages 6-7.

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[1] Copies of *Enrichment for the Intellectually Gifted* may be obtained from any one of the following: Division of Elementary Education, Guidance and Counseling Section; Division of Secondary Education, Office of Special Programs; or Division of Instructional Services, Curriculum Branch, Secondary Section.

SCHOOL MARKS IN CLASSES FOR GIFTED PUPILS

In general, an "A" should be considered as the standard mark for all pupils enrolled in special classes for the intellectually gifted with the exception of grades 7 and 8. Parents and pupils should be counseled that pupils should not continue in the special classes unless they are maintaining work of this caliber. During the first ten weeks of the special class, pupils who do not perform work of "A" quality should receive special counseling and help.

At the junior high school level policies and procedures should be developed that would assure that the pupil would not receive a lower mark in Honors class than regular class for like quality of work. Specifically this includes for all junior high schools the requirement that except for unusual circumstances, marks for pupils enrolled in Honors classes should be consistent with marks previously received in the same subject matter field.

If the following steps are utilized in the assignment of pupils for special classes, such difficulties should be minimized:

- Selection of pupils based upon the criteria listed in Appendix B on pages 20-23.
- Scheduling of parent and pupil conferences prior to the assignment of a pupil to a special class.
- Counseling of pupils with marks lower than an "A" at the close of the semester to withdraw from the special class.
- Assisting teachers of such classes in recognizing the need for objective evaluation of pupil performance.

At the elementary school level, pupil work of "A" quality is interpreted to mean "A" marks in a majority of the academic subjects.

ELEMENTARY SCHOOL PROGRAM FOR INTELLECTUALLY GIFTED PUPILS

Enrichment in self-contained classes, ability grouping, and acceleration are the three principal administrative plans that have been utilized at the elementary school level to meet the needs of intellectually gifted pupils. The point of view of the Los Angeles City Schools is that there is no single plan which is most effective and suitable for gifted pupils under all situations.

ENRICHMENT IN THE SELF-CONTAINED CLASSROOM

Enrichment of the instructional program in self-contained classes has been the plan utilized most frequently for gifted pupils in the Los Angeles city elementary schools. This has also been the practice in schools throughout the nation. Instructional materials which include specific suggestions for extended learning experiences in each subject area are provided by the Division of Instructional Services.

A detailed statement regarding provisions for enrichment appears in Appendix A on pages 15-19.

Subject Grouping. In elementary schools, pupils are grouped for instruction in reading, spelling, and arithmetic in accordance with their abilities in each subject. Subject grouping enables the teacher to adapt instruction to the needs of intellectually gifted pupils as well as to the varying abilities of all pupils.

The social development of pupils should include association with others who have similar interests and abilities. Subject grouping provides this opportunity for the average pupil. Cluster grouping and part-time and full-time groupings provide a similar opportunity for the intellectually gifted pupil.

Cluster Grouping. Cluster groups consisting of two to five or more intellectually gifted pupils may be placed in the same classroom with pupils of average to superior ability. The wide range of abilities within classes, particularly in combination grades, has been reduced by combining groups with similar high ability. Cluster grouping provides for more efficient use of teacher time by placing a group of gifted pupils with one teacher rather than with several teachers. Such grouping also permits gifted pupils to stimulate and challenge each other.

Extended learning experiences are provided for many cluster groups in the regular classroom through the use of listening and viewing centers. These centers utilize transcription machines, or tape recorders with listening attachments, and the filmstrip projector. Audio-visual materials are selected which add depth and scope to learning.

Part-Time Grouping. Several reserve teachers have been assigned throughout the city to provide an enriched program for intellectually gifted pupils during several hours each week. Groups of 10 to 20 gifted pupils meet with the reserve teacher during the morning or afternoon on a single day, or for a short period each day. Reserve

teachers may also be assigned each day to the top reading groups from all upper grade classrooms to develop greater reading skills. Other reserve teachers work in the areas of science, music, language arts, or mathematics.

Full-Time Grouping. A full-time grouping of gifted pupils in the self-contained classroom may be accomplished most readily in those schools which have a large number of these pupils. Instruction is based upon the regular course of study but includes extensive enrichment activities.

In addition, departmentalized classes may be organized in schools which have large numbers of gifted pupils. Elementary school pupils in the upper grades may complete the regular program in two days and rotate to two or more special classes for enrichment in such subjects as mathematics, science, literature, and social studies for the remaining three days. Pupils may attend departmentalized classes each day.

ACCELERATION

When acceleration is planned at the elementary school level for intellectually gifted pupils, the following methods are utilized:

- Combination grades, such as A3-B4, afford the opportunity for pupils to complete two semesters of work in one semester. In this way, the omission of blocks of learning can be avoided.
- Grade advancement is used when combination grades are not feasible. To avoid an omission of blocks of learning, teachers involved in the program share information about learning needs.

A detailed statement of policy on acceleration for all educational levels appears in Appendix B on pages 20-23.

SUMMER ELEMENTARY SCHOOL PROGRAM

Objectives of the summer elementary school program are to provide learning experiences (1) that will offer all pupils the best opportunity to improve, maintain, or strengthen the academic skills; and (2) that will serve intellectually gifted pupils who need enrichment and intellectual stimulation. Summer school attendance at the elementary school level is not a basis for promotion.

During the past several years, there has been greater emphasis on summer school classes for more capable and gifted elementary school pupils. The present program includes the following types of classes:

- Self-contained classrooms--All subjects taught by one teacher.
- Semi-departmentalized--Two subjects taught by each teacher; pupils rotate to classrooms.
- Departmentalized--One subject is taught by each teacher; pupils rotate to classrooms.

Instructional units for summer school have included government, literature and creative writing, map skills, research skills, mathematics, and natural and physical science.

SECONDARY SCHOOL PROGRAM FOR INTELLECTUALLY GIFTED PUPILS

Motivation to achieve, to create and to learn is the important factor in the development of programs for intellectually gifted pupils at the secondary school level. To provide the essential motivation, the Secondary Honors Program in the Los Angeles City Schools is a multi-track approach, and utilizes ability grouping, cluster grouping, and pupil and subject acceleration.

ABILITY GROUPING

Honors classes are planned for intellectually gifted pupils who should be offered opportunities for more comprehensive study and enrichment. Such classes may be sections of required academic subjects or advanced academic electives.

Academically enriched classes are planned for more capable pupils who are not eligible for honors classes but who may profit by enrichment of instruction. Such classes may be sections of required subjects or enriched academic electives. Highly gifted pupils may be enrolled in these classes when honors classes are not available.

CLUSTER GROUPING

When sufficient numbers have not been available for separate classes, one plan for the intellectually gifted has been to enrich the instructional program in regular classes for clusters of pupils of honors caliber.

ACCELERATION

Two kinds of acceleration are available for the intellectually gifted at the secondary school level--pupil acceleration and subject acceleration.

Pupil Acceleration. Pupils may be accelerated one semester in junior high school and one semester in senior high school. Such acceleration is carefully planned on an individual basis to avoid the omission of essential blocks of learning and to assure the continued academic, social, and emotional adjustment of the pupil.

Subject Acceleration. Provision is made for gifted pupils to enroll in accelerated sequences in mathematics and foreign language in the junior high school and to take advanced work in senior high school in certain academic subjects which will enable them to participate in one of the following programs:

- Advanced Placement Program – College level courses are offered in the 12th grade on the high school campus and taught by high school teachers. Pupils receive high school marks and credit for satisfactory completion of the courses. Pupils also receive college credit and/or advanced placement in college under the following conditions: (1) If they complete the courses satisfactorily, (2) If they pass the Advanced Placement examinations administered by the

Educational Testing Service at the high schools in May of each year; and (3) If the college they choose to attend grants credit and/or advanced placement in recognition of the examination score.

- Combined High School–College Program–Each high school may recommend ten 12th-grade pupils to enroll in junior college courses, not to exceed five hours per week in the regular day classes on the college campus.

- Combined High School–University Program (Experimental)–Selected 12th-grade gifted pupils are permitted to enroll in a maximum of two college-level courses on the campus of the University of California at Los Angeles.

SUMMER SCHOOL HONORS PROGRAM

Honors classes are scheduled in the academic subject fields during summer school. These classes meet four hours each day for the six-week period. Each secondary school has the opportunity to recommend pupils for participation in this program.

THE GIFTED STUDENT PROGRAM OF THE COLLEGES OF THE LOS ANGELES JUNIOR COLLEGE DISTRICT

At the college level, it is recognized that a certain segment of the student population is capable of profiting from enriched educational experiences. Special opportunities are provided in various subject fields for students who are identified as intellectually gifted, for the creative and talented, and for the more able students.

SELECTIVE ENROLLMENT

"Starred" sections of various courses are offered for superior students only. Field trips and special exploratory projects are undertaken. In addition, departmental representatives and the counseling staff meet with "superior students" to assist with the educational program and with planning of future study.

DEPARTMENTAL SEMINARS

During each semester, departmental seminars are held in mathematics, chemistry, physics, and engineering on one afternoon per week. Admission is by invitation only and based primarily upon high scholastic achievement in the subject area. No credit is granted for these seminars.

SPECIAL RECOGNITION

A "President's Honor List" or "Dean's List," commending those students achieving a 3.5 grade point average or above, is published each semester. Departmental awards and commercial, industrial, and fraternal scholarships are added incentives to continuing high levels of performance. In some instances students are recognized for outstanding academic achievements at a semi-annual faculty scholastic awards banquet.

HONOR SOCIETIES

Honor societies have a vital part in stimulating scholastic achievement. Active in various subject fields on college campuses are the following honorary societies:

- Alpha Gamma Sigma (Statewide honor scholarship organization)
- Alpha Mu Gamma (Foreign Language)
- Alpha Pi Epsilon (Secretarial Science)
- Beta Phi Gamma (Journalism)
- Delta Kappa Phi (History)
- Epsilon Epsilon Epsilon (Engineering)
- Junior Collegiate Players (Drama)

COOPERATIVE PROGRAMS WITH HIGH SCHOOLS

As an added incentive, superior high school pupils are invited to enroll concurrently in a college on a part-time basis for enrichment and to accumulate college credits while still enrolled in high school. As evidence of the acceptance and value of this program, there are currently 179 high school pupils enrolled in college courses at five of the Los Angeles colleges. High school graduates who enroll in a college in the Los Angeles City Junior College District may be granted college credit for high school advanced placement courses, providing that they have attained a satisfactory score on the appropriate examination furnished by the College Entrance Examination Board.

ADDITIONAL OPPORTUNITIES FOR GIFTED PUPILS

ELECTIVE COURSES IN SECONDARY SCHOOLS AND COLLEGES

Gifted pupils are grouped to a considerable extent by their choices of electives. This tendency increases as these pupils progress from the eighth grade through senior high school and college. The level of difficulty of various subjects also tends to group gifted pupils. Those enrolled in advanced English, mathematics, science, and foreign language classes, for example, are usually those who excel in these subjects. Counselors in secondary schools and colleges utilize both the subject area and the level of difficulty of elective courses to guide gifted pupils.

SCHOOL ACTIVITIES

Extra-curricular activities particularly serve pupils with a wide range of interests and abilities. In the elementary schools, opportunities for extra-curricular activities are more limited, but pupils have opportunities to serve on library staffs, school newspapers, service clubs, and safety committees. In some schools, gifted boys and girls take an active part in special interest clubs.

At the secondary and college level, gifted pupils can develop their potential for leadership by serving as members or officers of the student councils; working on the school yearbook or newspaper; managing and playing on athletic teams; and taking part in speech, drama, and music activities. Gifted young people take an active part in the club program at all school levels.

COMMUNITY ACTIVITIES

Gifted pupils are encouraged to participate in science fairs and in scholarship, speech, and essay contests; in special programs in cooperation with industry; and in cultural and service organizations. Industry and universities frequently provide resources for teachers and gifted pupils. Representatives often meet with pupils at the school. In addition, the pupils visit universities and colleges, and industrial plants. In several instances, formal programs are sponsored for gifted pupils by industry and by community groups, especially in the fields of mathematics and science.

IN-SERVICE TRAINING

Results of research and help in techniques for identifying, teaching, and guiding intellectually gifted pupils are provided to all certificated personnel in institute programs and in-service workshops. Teachers are assisted in developing specific enrichment units and in evaluating materials for use with these pupils. Teachers of summer school classes for gifted pupils also attend in-service training meetings to plan and develop instructional units for this program.

APPENDICES

APPENDIX A

ENRICHMENT FOR THE INTELLECTUALLY GIFTED

APPROVED:

ROBERT J. PURDY
Associate Superintendent
Division of Elementary Education

ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education

T. STANLEY WARBURTON
Associate Superintendent
Division of College and Adult Education

EVERETT CHAFFEE
Associate Superintendent
Division of Instructional Services

LOS ANGELES CITY SCHOOL DISTRICTS
COMMITTEE ON EDUCATION OF INTELLECTUALLY GIFTED PUPILS
REPORT OF THE SUBCOMMITTEE ON ENRICHMENT • SEPTEMBER, 1960

FOREWORD

It is generally recognized that intellectually gifted pupils can learn with remarkable speed and depth and meet normal standards of achievement with relatively little effort. Therefore, extraordinary measures should be taken by educators to strengthen motivation for learning, to offer experiences appropriate to their giftedness, and to provide for individual pacing of learning.

The following statement on enrichment for intellectually gifted pupils is directed to working groups within the Los Angeles City Schools to use as a guide for

- Developing courses of study and instructional guides for the gifted
- Establishing criteria for the selection of textbooks and library materials for the gifted
- Providing institute and in-service activities for teachers of the gifted at the district and local school level
- Conducting faculty and departmental meetings to guide, foster, and appraise the program for the gifted in the school

ENRICHMENT FOR THE INTELLECTUALLY GIFTED

Enrichment requires a learning environment conducive to exploration and originality. An enriched educational program for intellectually gifted pupils is based on the recognition of individual differences and is planned to meet individual needs and challenge abilities. Enrichment emphasizes quality rather than quantity and adds depth and scope to learning experiences. It provides for development of the following abilities: reflective and critical thinking, problem solving, and creative thinking and expression.

LEARNING ENVIRONMENT

Enrichment requires a learning environment that

- Permits the gifted to progress as rapidly as each is capable of mastering concepts, content, and skills prescribed by the course outline and concurrently provides opportunity for each to pursue the subject in depth and breadth
- Opens up new horizons by providing a variety of materials and experiences
- Stimulates a desire to explore many fields of knowledge
- Encourages pupils to think freely, to try new ways, to originate, but to subject their thinking and creating to their own rigorous, critical analysis
- Develops ideals, attitudes, appreciations, and understandings which are reflected by growth in social responsibility
- Provides opportunities and time for reflective thinking
- Develops self-knowledge, a realistic understanding of abilities and limitations, an ability to set goals and evaluate achievement

- Provides opportunity for independent work, the development of initiative, and the ability to plan and organize
- Stresses efficient study habits with emphasis on self-direction

INDIVIDUAL DIFFERENCES

As teachers plan an enriched educational program for the gifted, it is essential to pay constant attention to the ways in which gifted pupils differ. It is generally acknowledged that

- No two pupils are alike and that differences between gifted pupils and other pupils are largely a matter of degree
- Pronounced individual differences exist among gifted pupils, and these become more evident as the pupils increase in chronological age
- The learning process follows a sequential order and no stage of growth is likely to be skipped; however, in gifted pupils some stage of the learning process may appear at an earlier chronological age than in other pupils

DEPTH AND SCOPE

An enriched educational program emphasizes quality rather than quantity and provides learning experiences which have depth and scope in order to elicit a high quality of pupil response. Such enriched experiences

- Provide a wide variety of learning opportunities
- Help to develop skills to a high level of accomplishment and challenge the full use of abilities
- Place increased emphasis on the understanding of principles and generalizations
- Provide opportunity to explore related areas of knowledge
- Encourage use of many different sources in securing information including primary sources
- Develop ability to recognize trends and seqùences and cause and effect relationships
- Develop understanding of values implicit in events or problems
- Provide opportunity to delve deeply into fields of special interest
- Furnish intensive contacts with people and with problems demanding creative thought and critical analysis
- Provide opportunities for school and community service and for participation in civic activities
- Develop techniques of working with others toward common goals

- Provide opportunities to work independently in planning, executing, and evaluating
- Provide opportunity to utilize critical analysis and original thinking

REFLECTIVE THINKING, PROBLEM SOLVING, AND CRITICAL THINKING

These terms are used synonymously in educational literature. This type of thinking involves reconstruction of experience – combining skills, information, and thinking into a unitary process so that earlier meanings are enlarged and refined, resulting in a reconstructed conceptual pattern. An enriched program for the gifted provides ample opportunity for pupils to

- Associate ideas
- Perceive relationships
- Attach new meanings to previous experiences

Problem solving involves understanding the characteristics of the kind of problem which has within it the elements of an effective learning experience. Such a problem must

- Challenge the mind
- Require reflection
- Involve conclusions or solutions
- Be real: have personal impact, be of contemporary significance, be of recurrent concern, be debatable in nature

Problem solving involves certain formal steps which do not necessarily follow in sequence since some casual, fragmentary, intuitive thinking inevitably occurs. It is essential to

- State clearly the problem or question
- Give possible solutions, answers, or working hypotheses
- Gather, organize, and interpret related data
- Make tentative inferences and conclusions
- Test or verify inferences, conclusions, or hypotheses

CREATIVE THINKING

An enriched program for the gifted is planned to be flexible in order to afford opportunity for the pupil to

- Appreciate and understand the heritage from the past but not be shackled by it
- Value his own judgment and not be pressured by conformity

- Engage in thought and thoughtful action without concern for their ultimate application
- Evolve new ideas, concepts, and relationships from the past experiences
- Start with the germ of an idea and pursue it through varied possibilities
- Recognize relationships among seemingly unrelated data
- Understand the value of organized experimentation
- Exercise intuitiveness balanced by intellectual control
- Discriminate between the essential and the incidental
- Increase sensitivity to quality
- Become acutely perceptive
- React to the creativity of others
- Become capable of sustained concentration and hard work

APPENDIX B

LOS ANGELES CITY SCHOOL DISTRICTS

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Division of Elementary Education Bulletin No. 5
D.S.E. 8
Division of Secondary Education Bulletin No. 8
D.E.H.E. 3
Division of Extension and Higher Education Bulletin No. 3
PUPILS (GIFTED)

TO: Administrators of Elementary and Secondary Schools and Colleges

September 14, 1959

FROM: Robert J. Purdy, Associate Superintendent
Division of Elementary Education

Robert E. Kelly, Associate Superintendent
Division of Secondary Education

T. Stanley Warburton, Associate Superintendent
Division of Extension and Higher Education

SUBJECT: ***SCHOOL POLICIES RELATING TO ACCELERATION OF GIFTED PUPILS AND SCHOOL MARKS IN SPECIAL CLASSES FOR GIFTED PUPILS***

This bulletin contains a statement of school policies for elementary schools, secondary schools, and colleges relating to gifted pupils and is organized in the following sections:

I. Definition of Intellectually Gifted Pupils

II. Acceleration

III. School Marks in Special Classes for Gifted Pupils

I. DEFINITION OF INTELLECTUALLY GIFTED PUPILS

Intellectually gifted children are defined in Los Angeles as:

"Children who are in approximately the top two per cent of the total school population as measured by intelligence tests.

"Within this classification two groups are considered: First, the 'gifted' are all pupils with intelligence quotients above 130. Secondly, the 'highly gifted' are those pupils with intelligence quotients above 160; a pupil with this level of ability is found only once among 10,000 persons, and accordingly needs a highly individualized instructional program.

"The gifted tend to be superior to average children in health, school achievement, behavior adjustments, creativity, persistence, and sense of humor. Furthermore, they have more varied interests and versatility. It should be remembered that there is a broad range of individual differences among all persons for any given trait or achievement."[1]

The articulation between elementary schools, junior and senior high schools, and colleges will provide for identification of gifted pupils prior to the time of transfer from one school level to another.

II. ACCELERATION

A. In general, there should be continuation of the acceleration policy now in effect; which, when planned on an individual basis, allows for one semester of acceleration in elementary schools, one semester in junior high schools, and one semester in senior high schools.

B. Additional consideration should be given at this time at all grade levels to the acceleration of intellectually gifted pupils.

C. In general, consideration for acceleration should be initiated early in each educational level.

D. A more liberal acceleration policy is indicated for highly gifted pupils who have an intelligence quotient of approximately 160 or higher as determined by an individual psychological study.

E. Summer school attendance.

1. At the elementary school level, summer school attendance should be one of the factors considered in studying the advisability for acceleration of a pupil.

2. At the secondary school and college level, summer school attendance should be considered as one means of acceleration.

F. Acceleration should involve special planning so that essential blocks of learning will not be skipped.

G. No increase in the number of credits should be required for graduation of intellectually gifted pupils at the high school level. Since acceleration is one method of meeting the needs of gifted pupils, no policy should negate the opportunity for its use.

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[1]Los Angeles City School District, *Education of Intellectually Gifted Pupils in the Los Angeles City Schools*, January, 1958, p. 1.

III. SCHOOL MARKS IN SPECIAL CLASSES FOR GIFTED PUPILS[1]

A. In general, in special classes for gifted pupils "A" marks should be considered to be the standard mark to be received by all pupils. Parents and pupils should be counseled that if "A" quality work is not maintained the pupil should not continue in the special class. During the first ten weeks of the special class, pupils who are not maintaining "A" quality work should receive special counseling and help.

1. A parent conference as well as a pupil conference should precede the assignment to a special class.

2. Selection of pupils should be on the basis of definite criteria which are listed below.

3. Pupils receiving marks lower than an "A" mark at the close of the semester should be counseled to withdraw from the special class.

4. Teachers of special classes for gifted pupils should receive help regarding the need for an objective basis for evaluating school work.

B. At the elementary school level:

1. "A" quality work is interpreted to mean "A" marks in a majority of the academic subjects.

2. Criteria for selecting pupils for special classes.

Recommendations of principals, counselors, and teachers plus one or more of the following qualifications:

Consistent measured academic achievement at least two years above grade placement as measured by a standardized test,

or

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[1]Marking practice policy changes at secondary school level, spring, 1962:

In general, in special classes for gifted pupils "A" marks should be considered to be the standard mark to be received by all pupils for grades 9 through 12. Parents and pupils should be counseled that if "A" quality work is not maintained the pupil should not continue in the special class. During the first ten weeks of the special class, pupils who are not maintaining "A" quality work should receive special counseling and help.

It was passed by Junior High School Principals' Association on May 17, 1962, that the following modifications will be made relative to marking practices in Honors Classes in Junior High Schools: "Policies and procedures should be developed that would assure that the pupil would not receive a lower mark in Honors Class than regular class for like quality of work. Specifically this includes for all junior high schools, the requirement that except for unusual circumstances, marks for pupils enrolled in Honors Classes should be consistent with marks previously received in the same subject matter field."

An intelligence quotient of approximately 130 or higher as determined by a group mental test or from a psychological study,

or

An intelligence quotient at least two standard deviations above the mean for the test used.

C. At the secondary school level:

1. In general, a pupil should not be enrolled in more than two Honors Classes concurrently.

2. Secondary schools should be encouraged to establish Honors Classes whenever the number of pupils permits.

3. Criteria for selecting pupils for Honors Classes were adopted by the Secondary Curriculum Council, spring, 1959 and revised in May, 1962.

   Honors Classes are for intellectually gifted pupils and provide opportunities for enriched and comprehensive study in depth. Pupils are assigned to such classes by the counselor on the bases of:

   a. Recommendations of principals, counselors, and teachers.

   b. Demonstrated high competence and potential in the subject field background necessary for participation in the Honors Classes.

   c. Either of the following qualifications:

      (1) Consistent measured academic achievement at least two years above grade placement as measured by a standardized test or measured academic achievement at the 95th percentile or higher on a test which is interpreted in percentiles.

      (2) An intelligence quotient of approximately 130 or higher as determined by a group mental test or from a psychological study or an intelligence quotient at least two standards deviations above the mean for the test used.

D. At the college level criteria for admission to special classes are determined by the individual colleges and generally are based on intelligence and achievement test data as well as previous academic success.

   The problem of grading practices in special classes in colleges now is being studied by deans of instruction who will issue a bulletin at the beginning of the fall semester.

APPENDIX C

LOS ANGELES CITY SCHOOL DISTRICTS

COMMITTEE ON EDUCATION OF INTELLECTUALLY GIFTED PUPILS
1961 - 62

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Dr. Howard A. Bowman, Director, Evaluation and Research Section

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